

**CONFIDENTIAL**

27 December 1965

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Operations School

SUBJECT : Course Report  
Clandestine Services Review Course No. 48  
7 - 16 December 1965

REFERENCE : Course Report - CSR No. 47, dated 5 Oct 65

1. The forty-eighth running of the Clandestine Services Review Course was conducted in Room 1A-07 Headquarters on a full-time basis from 7 to 16 December 1965. The class was composed of thirty-one students, all from the Clandestine Services, and most very recently returned from overseas (see Attachment A, Student Roster).

2. The following changes were made in this course, based on experience acquired through previous runnings by OTR personnel: (see Attachment B, Course Schedule)

a. A pre-test was administered during the first hour of the course. The test consisted of fifteen true-false questions on the organization and functions of the Agency, plus a request to define counterinsurgency in 25 words or less. The results of the fifteen true-false questions break down as follows:

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Number of Students	Correct Answers
1	5
2	6
3	8
1	9
7	10
6	11
5	12
2	13
4	14
0	15

With reference to the problem of defining counterinsurgency, it is interesting to note that only three of the students specified that the insurgent groups to be countered must be communist supported (per official definition in Book Dispatch 3107).

While we do not claim that the test is indicative of a valid, genuine understanding of the Clandestine Services, we do believe that it served the purpose of alerting the students to gaps in their knowledge and helped establish a mental learning "set".

On the question of identifying the four Deputy Directors, one student gave up completely (he was just back from a ten-year tour under unofficial cover). Four other students failed to identify correctly the DDS and the DDS&T (see Attachment C, Pre-Test Questions).

b. The Deputy Director for Intelligence, Mr. Ray Cline, at our request, gave a talk on trends in intelligence, rather than answering questions submitted by the students as he had previously. The talk was very well received.

c. We reshuffled the spots in the schedule allotted to the committee preparations and presentations, so as to have two sessions of one hour each on the first day, with the object of

breaking down the barriers to class participation in the question periods following the regular lectures. Also the presentations were broken up into one hour sessions, taking place one each on the fifth, sixth, and seventh days, in order to break up the straight lecture pattern somewhat. This accomplished its purpose, and the only further change recommended would be to locate the actual presentations in the middle of the day rather than at the end of the day. This would have the double advantage of making it easier for our tape recorder support personnel to be present, and would break up the monotony of the lecture system still more. We also introduced the practice of assigning an OTR officer to each committee as faculty advisor, and this device contributed greatly to the success of the exercise.

d. As recommended by the previous Chief Instructor, more time was allotted to the representatives of the Covert Action Staff, and to the speakers from the different offices of the DDS&T. This worked out well in the latter case, but in the former case the program was marred by several last minute substitutions, and we would have to reserve judgment.

e. One innovation was introduced by having the student committees rank the questions furnished by each student in order of priority prior to forwarding them to the DDP. It was our thought that by this means we might provide the DDP with an easy means of omitting the less interesting questions, and using the time to pass on to the students his thoughts on somewhat broader subjects. However, in the event, he elected to answer all the questions as presented to him, and these answers used up the full hour available. In the future we might pass on only the five top priority questions, and ask him to spend the rest of the time on a combination welcome home and "here's what I expect from you" speech.

f. One of the outstanding presentations was by John Clarke, Director of the Office of Programming, Planning, and Budgeting.

For the first time before the CSR, he undertook to provide an abbreviated version of the over-all briefing on the Agency's program which he normally gives to the Director of KUBARK (omitting only highly classified items for which the class was not cleared). The presentation was a success, and should be continued. In future presentations, we believe that Mr. Clarke will be able to trim somewhat the number of details he tries to cover, as he got a little breathless toward the end. Also, the Chief Instructor should make very sure that the cases cited by Mr. Clarke have actually been cleared by the Area Divisions.

25X1A9a 3. Of the 59 scheduled speakers, 11 sent substitutes due to either illness or absence from Headquarters because of official business. Five of the substitutions were from the CA Staff. Several students criticized the occasions when obviously unprepared substitutes performed badly on the rostrum. Incidentally, Mr. Gordon [REDACTED] interrupted his annual leave to come in and honor his commitment. On the other hand, some of the substitutes (e.g., [REDACTED] for John Earman) did fine jobs. The class was fairly "live", and seldom failed to generate questions when enough time remained at the end of the hour.

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4. We were fortunate in having three of the four Deputy Directors address the class. Mr. Robert Bannerman, DDS, was well received as he kicked off the DDS "day" (the second day of the course). Mr. Ray Cline, the DDI, was the high spot of the DDI "day". The climax of the course was reached on the last day with the appearance of Mr. Desmond FitzGerald, the DDP, who provided straightforward answers to questions previously submitted by the students. (See Attachment D, Questions for the DDP).

5. The Committee technique was continued in this running of the course and proved to be a useful tool for breaking the ice and establishing an atmosphere conducive to spontaneous questioning of the lecturers. Admittedly three of the students in writing their

final critiques recommended that the committee projects be dropped from the course, as opposed to only two students who recommended that they be expanded. I believe, however, that they should be continued. It would not be useful to explain to the students the ice-breaking role which they play, but it ought to be possible to argue persuasively that these presentations, in reviewing the clandestine experience of the students, are also a valid part of any clandestine services review. In other words, we should picture the CSR as a two-way street, and hopefully we will come up from time to time with some useable contributions. The actual committee presentations turned out to be very interesting exercises (see Attachment E for Committee Projects). In each case the committee sat on the platform as a panel, the chairman described the results of their discussions, and questions were entertained from the floor. Each presentation lasted thirty minutes. Tapes were made of all presentations except that of Committee "E" (the tape recorder was inoperative that day).

6. Recommendations for changes in subsequent runnings of the course:

a. Allow 1-1/2 hours each for SR and China/Ops presentations, including a full half-hour for questions on each subject. This is in response to suggestions made by ten students in their final critiques, and corresponds to the DDP's pointed reminders that in the main we have only two targets. [REDACTED] do fine jobs in presenting their material, and class interest was high.

b. Tactfully insert one hour on trends in the International Communist Movement by a speaker from the School of International Communism/TR, subtracting one hour from ICG.

c. Get [REDACTED] to come up with a concrete non-official cover case history in order to bring his subject to life, and in the process to give a nod of recognition to those in the class who have been out under non-official cover.

d. Group the speakers on the program by staffs, i.e., FI, CI, and CA.

e. Include some coverage of National Intelligence Programs Evaluation and of the Collection Guidance Staff in the next running.

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g. Bring out more clearly who gets our intelligence end-product and what he thinks of it. If necessary, the Chief Instructor should cover this, after debriefing various informed officers in the Agency.

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h. Cut the CA [REDACTED] presentation back to twenty minutes.

i. Is there anything we can do about desk demands on student time?

j. The DDP/TRO says he will handle the presentation for OPSERV next time, on a panel basis, so check with him first - he will probably want to give time to [REDACTED] on Defectors, [REDACTED] on DDP Systems, [REDACTED] on RID, etc.

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k. Suggest introducing all students to each other the first thing on the first day, to help further break the ice.

l. All through the course, the Chief Instructor should keep firing away on the point that the case officer is not being replaced by the "black box" - cite the quote we got on the last day of the course from the DDP to this effect.

m. Insist that all speakers stop their lecturing ten minutes before the end of their time to leave time for questions. Urge them to include more case histories, "for instances", samples, etc. Force staff speakers to illustrate their talks with concrete cases taken from the history of their cooperation with the operation divisions.

n. Have more Vu-graphs made for [REDACTED]

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[REDACTED] Check on size of all Vu-graphs, since some of them are too small and cannot be brought up to full size through the projector now in Room 1A-07.

o. Consider leaving a few minutes (15?) each day to permit the Chief Instructor to pass on his comments on the preceding day's lectures, announcements, etc.

p. Continue to provide green blotters on student tables - they help cut down on the glare. Some day, get arm chairs for all students. Consider having some limitation put on smoking - perhaps relegating cigars and pipes to break periods - otherwise, increase the ventilation draft somehow.

q. Try to sharpen up the DDP's presentation. Here is the way one student put it in his critique: "More time needs to be devoted to the operational elements of the Clandestine Services. No lessons learned in operations or management of operations within the area divisions were brought out. There surely are operations completed which could be displayed as examples of successful techniques learned by the DDP/CS. The DDP himself needs to project his aims, ideas and attitudes in a more formal way. A DDP always has these and there is little means for officers to receive this except in this type of course." I believe we should formally request the DDP at the next running to answer only the five most important questions from the class, and then

to make a statement of faith, if you will; something that will point the returnees in what he feels is the right direction for the duration of their Headquarters tours.

r. Prompted by a question by Mr. FitzGerald concerning our coverage of counterinsurgency in the CSR, I believe we should include in the next running an hour on that subject with case histories by [REDACTED]

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s. I also believe it essential to include an hour on Vietnam, including some background on the struggle, some examples of our contribution, and something on current personnel policies on assignment to that station, preferably by the [REDACTED] Chief [REDACTED]

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7. Finale. Lest it appear that the impact of the 48th running of the CSR was completely negative, we end with the following unedited quote from one student's critique: "This course gave me even more than I had expected. The frankness of many of the speakers was refreshing and informative. There is always the small exception where some rare speaker will take the opportunity to 'propagandize', but they can't be blamed. A very useful and significant course for people in my category. I plan to highly recommend it to others."

[REDACTED]  
Chief Instructor

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**Attachments:**

- A. Student Roster
- B. Course Schedule
- C. Pre-Test Questions
- D. Questions for the DDP
- E. Committee Projects

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